

**Laney College**  
**Request for Foundation Skills Funding**

This form must accompany all requests for Foundation Skills funding. Additional documents may be attached to the form, but cannot be accepted in lieu of the form.

**Instructions:**

- Please fill in all columns** as clearly as possible.
- For Item 1, provide a summary** of your proposed project/activity. If your project has several components, list them separately. Please feel free to include more detail in an attached document. **Also include assessment/institutional research and any other data to support the need for your proposed action.**
- For item 2, list the number of the** goal and activity addressed from the Foundation Skills Planning Matrix (Appendix C of the Educational Master Plan), which is on pages 2-4 of this form.
- For item 3, state the specific practice and strategy** behind the project/activity. For your reference, a summary list of the effective practices presented in the CCCBSI document *Basic Skills as a Foundation for Student Success in California Community Colleges* is on page 5 of this form. This document was reviewed and referenced by the Laney BSI team to create the Foundation Skills Plan.
- For item 4, indicate whether this is a new project, or a change or expansion** of a current project. If a change or expansion, please list the current project that you wish to modify. \*FSC monies cannot be used to replace funding for the exact same program or activity previously funded by another source without expansion or change to further address the Foundation Skills Plan.
- For item 5, list the specific outcomes** you expect to achieve with your project.
- For item 6, provide a summary of the method(s) of assessing your outcomes** and your plan for documenting and disseminating your results. \*Recipients are required to enter evidence of outcomes and assessment results in TaskStream. Future funding is contingent upon documentation.
- Item 7 is the target completion** date for your project.
- For Item 8, list all parties responsible** for the project or components of the project.
- For item 9, list the specific budget amounts** requested. Please be detailed or list a total amount and attach a detailed breakdown. This may include release time or stipends if appropriate.

**Please submit all requests for Foundation Skills Funding to the Foundation Skills Coordinator, Lisa Cook (lrcook@peralta.edu). The FSC meets on the first and third Monday of each month. Please submit requests by the Thursday before the next scheduled meeting.**

This form was created following a template created by the *Essential Learning Initiative at the College of the Sequoias*  
(<https://www.cos.edu/about/FacultyStaffSupport/ELI/Pages/default.aspx>)

**Foundation Skills Planning Matrix (Appendix C of the Educational Master Plan)**

**Section A – Organizational/Administrative Practices**

**District: Peralta Community College District**

*(Due on or before December 10, 2010)*

**College: Laney College**

**2010-11 ESL/Basic Skills Action Plan**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
Develop a transparent budget process that addresses the learning needs of basic skills students.	A.1.4 Developmental education is adequately funded and staffed. A.3.3. A designated budget allocation exists for developmental education.	Fall 2011	President, VP of Instruction, VP of Student Services, Business Manager, Foundation Skills Committee
Continue and expand basic skills tutoring services and tutoring coordination.	A.3.1. A clear institutional decision exists regarding the structure of developmental education (centralized or decentralized, but highly coordinated).	Fall 2011	Vice President of Instruction, Vice President of Student Services, Tutoring Coordinator

**Section B – Program Components**

Planned Action	Effective Practice and Strategy	Target Date for Completion	Responsible Person(s)/ Department(s)
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Formulate a task force comprised of student services and instructional faculty, classified staff and students to review and update orientation materials and processes.	B.1.1. Mandatory orientation exists for all new students.	Fall 2011	Vice President of Student Services, Dean of Matriculation, Foundation Skills Committee, Faculty Senate President, Classified Senate President
Implement mandatory orientation and assessment of new basic skills students.	B.1.1. Mandatory orientation exists for all new students. B.1.2. Mandatory assessment exists for all new students.	Fall 2011	Vice President of Students Services, Dean of Matriculation, Dean of Student Support Services, Foundation Skills Committee

**Section C – Faculty and Staff Development**

<b>Planned Action</b>	<b>Effective Practice and Strategy</b>	<b>Target Date for Completion</b>	<b>Responsible Person(s)/ Department(s)</b>
Create a basic skills professional development plan that is supported by the administration.	C.1.2. Professional development activities for developmental education faculty and staff are actively supported by senior administration.	Fall 2011	College President, Faculty Senate President, Professional Development Committee
Develop a formal faculty orientation and mentorship program.	C.2.5. New faculty are provided staff development activities that assist them in transitioning into the community college academic environment. C.2.6. Staff development activities promote interactions among instructors.	Fall 2011	Vice President of Instruction, Faculty Senate President, Professional Development Committee

**Section D – Instructional Practices**

<b>Planned Action</b>	<b>Effective Practice and Strategy</b>	<b>Target Date for Completion</b>	<b>Responsible Person(s)/ Department(s)</b>
Initiate a process for assessment of basic skills courses.	D.1. Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.	Fall 2011	Vice President of Instruction, Faculty Senate President, Learning Assessment Committee
Continue and expand the tutoring training program and tutoring coordination.	D.10. Programs provide comprehensive academic support mechanisms, including trained tutors.	Spring 2011	Vice President of Instruction, Tutoring Coordinator, Foundation Skills Committee
Continue support of basic skills learning communities and basic skills supplemental instruction.	D.1. Sound principles of learning theory are applied in the design and delivery of courses in the developmental program.	Spring 2011	Vice President of Instruction, Vice President of Student Services
Set up a task force to create lists of recommended courses that includes pre-designed course packages that depend upon students' individual goals and assessment results.	D.5.1. A well-planned, step-by-step sequence of developmental course offerings exists.	Fall 2011	Faculty Senate, Foundation Skills Committee

## Summary of Effective Practices from *Basic Skills as a Foundation for Student Success in California Community Colleges*

### Organizational and Administrative Practices

- A.1 Developmental education is a clearly stated institutional priority.
- A.2 A clearly articulated mission based on a shared, overarching philosophy drives the developmental education program. Clearly specified goals and objectives are established for developmental courses and programs.
- A.3 The developmental education program is centralized or highly coordinated.
- A.4 Institutional policies facilitate student completion of necessary developmental coursework as early as possible in the educational sequence.
- A.5 A comprehensive system of support services exists, and is characterized by a high degree of integration among academic and student support services.
- A.6 Faculty who are both knowledgeable and enthusiastic about developmental education are recruited and hired to teach in the program.
- A.7 Institutions manage faculty and student expectations regarding developmental education.

### Program Components

- B.1 Orientation, assessment, and placement are mandatory for all new students.
- B.2 Regular program evaluations are conducted, results are disseminated widely, and data are used to improve practice.
- B.3 Counseling support provided is substantial, accessible, and integrated with academic courses/programs.
- B.4 Financial aid is disseminated to support developmental students. Mechanisms exist to ensure that developmental students are aware of such opportunities and are provided with assistance to apply for and acquire financial aid.

### Staff Development

- C.1 Administrators support and encourage faculty development in basic skills, and the improvement of teaching and learning is connected to the institutional mission.
- C.2 The faculty play a primary role in needs assessment, planning, and implementation of staff development programs and activities in support of basic skills programs.
- C.3 Staff development programs are structured and appropriately supported to sustain them as ongoing efforts related to institutional goals for the improvement of teaching and learning.
- C.4 Staff development opportunities are flexible, varied, and responsive to developmental needs of individual faculty, diverse student populations, and coordinated programs/services.
- C.5 Faculty development is clearly connected to intrinsic and extrinsic faculty reward structures.

### Instructional Practices

- D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.
- D.2 Curricula and practices that have proven to be effective within specific disciplines are employed.
- D.3 The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.

- D.4 Culturally Responsive Teaching theory and practices are applied to all aspects of the developmental instructional programs and services.
- D.5 A high degree of structure is provided in developmental education courses.
- D.6 Developmental education faculty employ a variety of instructional methods to accommodate student diversity.
- D.7 Programs align entry/exit skills among levels and link course content to college-level performance requirements.
- D.8 Developmental faculty routinely share instructional strategies.
- D.9 Faculty and advisors closely monitor student performance.
- D.10 Programs provide comprehensive academic support mechanisms, including the use of trained tutors.





**Request for Foundation Skills Funds**

**Title of Proposal:** Guest Speaker for ESOL 223 (High Intermediate Reading & Writing) Classes **Date:** 3/4/17 **Academic Year:** 2016-2017

**Persons Requesting Funds:** Nikki Ellman **Division:** ESOL/Language Arts

1. Planned Action (Brief description of project/activity including list of components) and data to indicate need for action	Guest Speaker Lorenzo Santillan will address four ESL 223 classes, and the Laney community will also be invited. He is one of the main characters in the non-fiction book the students are reading, <i>Spare Parts</i> , by Joshua Davis.
2. Goal and Activity Addressed from Foundation Skills Planning Matrix	Section D-Instructional Practices:
3. Effective Practice and/or Strategy	<p>D.1 Sound principles of learning theory are applied in the design/delivery of courses in the developmental program.</p> <ul style="list-style-type: none"> <li>● Students will have spent the entire semester reading a non-fiction novel about four undocumented Mexican teenagers who won a college-level underwater robotics competition. Meeting one of the actual characters and hearing about how he dealt with obstacles as an undocumented immigrant and the trajectory his life has taken since the competition will help make the story real for them and fit in with the idea of the “American Dream”, ones of the theme we are addressing this semester.</li> <li>● Students will practice formulating thoughtful Wh-questions.</li> <li>● Students will gain a better understanding of events in the book as well as issues raised in it.</li> </ul> <p>D3: The developmental education program addresses holistic development of all aspects of the student. Attention is paid to the social and emotional development of the students as well as to their cognitive growth.</p> <ul style="list-style-type: none"> <li>● The entire course has been built around the context of the book, <i>Spare Parts</i>. Students will read the book and related articles and write essays based on what they’ve read. They will also watch a documentary based on the book as well as interviews with the four main characters. Being able to listen to and talk with one of characters from the book will add a human element to what they’ve been reading and writing about. They will be able to use this experience to enhance their understanding of the book for their final exam essay.</li> </ul>

	<p>D7: Programs align entry/exit skills among levels and link course content to college-level performance requirements</p> <ul style="list-style-type: none"> <li>• Students will interact with class material in various ways with an emphasis on critical thinking skills, which are needed for college-level performance.</li> </ul> <p>D8: Developmental faculty routinely share instructional strategies.</p> <ul style="list-style-type: none"> <li>• This activity is planned by all participating instructors to hit upon important teaching points for Basic Skills students: analysis, discussion of original ideas, distinguishing fact from opinion, and synthesizing ideas from different sources.</li> </ul>
4. New, Change or Expansion*	New
5. Expected Outcomes	<p>Outcomes align with Student Performance Objectives from ESOL 223AB course outline</p> <ul style="list-style-type: none"> <li>• Compare and analyze multiple perspectives on a complex issue: In post-presentation class discussions, students will be able to compare the speaker's perspective with those expressed in the book by other characters, as well as those expressed in supplemental readings on current immigration issues.</li> <li>• Formulate questions about text that require analysis and evaluation: Their questions will be based on what they have read in the book and supplemental readings</li> <li>• Distinguish fact from opinion, content from own response: The speaker will clarify facts from the book as well as offer his own opinions on immigration issues; students will then respond to these in post-presentation writing and discussion activities.</li> </ul> <p>They also align with one of the SLO's for this course:</p> <ul style="list-style-type: none"> <li>• Participate in campus and classroom culture at a level approaching that required for success at an advanced ESL level: Because this event will be open to the Laney community, students may be exposed to points of view from students and faculty from other disciplines as well as from staff.</li> </ul>
6. Plan for Assessing, Documenting, Disseminating and Dialogue about Results*	<ul style="list-style-type: none"> <li>• Students will prepare and submit questions beforehand, and then will have a chance to ask questions during and after the presentation.</li> <li>• Students will do a reflective writing assignment after the presentation about what they learned, how it relates to the book they've been reading, and how it relates to their own lives as immigrants or international students in the United States.</li> <li>• They will incorporate what they've learned into their final exam essay.</li> </ul>

7. Target Date for Completion	May, 2017
8. Responsible Persons/Dept.	Nikki Ellman (ESOL)
9. Specific Budget Amounts-Include Breakdown*	<b>Payment for Guest Speaker: \$2000</b> <b>Airfare and incidentals: \$500</b>  <b>TOTAL FUNDING REQUEST: \$2500</b>

Top of Form

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***For Foundation Skills Committee Use Only:***

Committee Approval     Approved     Approved with Changes Noted     Not Approved     Resubmit with Changes Noted  
Comments:

FSC Faculty Co-chair \_\_\_\_\_

FSC Administrative Co-chair \_\_\_\_\_

lrc: 3/10/13